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ABSTRACT

An investigation of the status, attitudes, and morale of the teaching profession in New South Wales was used to gauge the climate of opinion among teachers and to elucidate the factors that may have been responsible for the increased rate of teacher resignations and job dissatisfaction. The methodology took the form of a mail questionnaire to subjects who were practicing teachers in primary and secondary schools throughout New South Wales. The format included six main sections: (1) the role of the teacher's self-image; (2) a list of problems raised by teachers to be graded on a scale ranging from "highly important" to "little or no importance"; (3) social background of the teacher and his family; (4) retrospective assessment of teacher training; (5) recommendations by the teachers for improving the profession; and (6) some personal details of the respondent. A working hypothesis for this study might have been stated as "an attempt to reveal discernible factors which are responsible for the low morale of the teaching profession as evidenced by (a) the high level of political activity, and (b) a general dissatisfaction with present conditions." In this context, morale concerns mental or emotional attitudes of teachers towards components of their job. It takes into account the atmosphere in which they work and their individual orientation towards their tasks. It is essentially a reflection of how one feels about things and therefore is a matter of subjective perception. It can usually be increased by favorably modifying any condition that will increase job satisfaction. (MM)

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No. 4
TEACHER MORALE:
A PILOT STUDY

SP 010 230

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MACQUARIE UNIVERSITY
CENTRE FOR ADVANCEMENT OF TEACHING

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Geoffrey Coverdale was born in England in 1922 and has been concerned with education, particularly rural education, for most of his working life. He obtained a B.Sc. in agriculture at Leeds University in 1945, and an M.A. in education at Macquarie University in 1973.

Starting his career as an extension worker in Yorkshire, he soon moved into tertiary education when he was appointed Assistant Lecturer at the Northamptonshire Institute of Agriculture where his main concern was with the applied sciences.

In 1949, he was promoted to Senior Lecturer, and later to Vice-Principal, at the Bicton College of Agriculture in Devon, where he was to stay for nearly twenty years. Here most of his time was spent on planning, administration, development work and teaching, especially in the extra-mural field. He was also a curriculum consultant to secondary schools in Devon, where a program of Rural Studies was being carried out.

In 1964, he was seconded for three years to the Government of Zambia, charged with the task of planning and establishing, completely from scratch, the National Resources Development College, a multi-disciplinary college of which he became Foundation Principal.

After returning to Devon for a few years, Mr Coverdale accepted an offer of appointment at Macquarie University and travelled to Australia with his family in 1968. Early teaching commitments included some educational sociology and this gave rise to the enquiry into teacher morale at various levels and under varying circumstances.

Latterly he has been in charge of a course entitled "Special Interest Seminars", as well as helping the Centre for Advancement of Teaching with their academic program. He has done a lot of writing and has published in ten countries, including the United Nations. Several of the articles centred upon teacher morale. The remainder have been concerned with rural education.

TEACHER MORALE: A PILOT STUDY

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INTRODUCTION

This does not purport to be a major piece of research with a highly sophisticated methodology. It is no more than a pilot study, (I believe "pipe-opener" is the term sometimes used), which takes the form of an enquiry into the attitudes and emotions of a sample of State schoolteachers in New South Wales. One of the main purposes of the survey has been to highlight some of the key issues which warrant further exploration in depth as a continuation of this project.

How representative are the respondents? Every effort was made to ensure a random sample, although it has to be conceded that there was a certain emphasis placed on experience. For every respondent with less than ten years of classroom experience, there were four who had been teaching for more than ten years, and half of these, in fact, had been teaching for over twenty years. I think, on the whole, this is defensible. It favoured maturity of judgment, though some might argue that it also gave a voice to those who had grown stale, cynical and disillusioned. In any case, it is difficult to obtain a truly random sample in an enquiry of this nature. The disenchanted are quite likely to commit their thoughts to paper, whereas the content or the complacent are less likely to respond.

Are the number of responses sufficient to give credibility to the findings? I think they are, and others whom I have consulted share this view. There are 165 replies from all parts of the State. The questionnaire was a very voluminous one, and many respondents exceeded 500 words in their replies. (The average was 420 words.) This adds up to quite a wealth of information for what is no more than a preliminary survey. The rate of response was 22 percent. This low figure is, I gather, not out of character with similar enquiries where the instrument used has been a mail questionnaire. In this case, I think the questionnaire was too long and too time-consuming. Some of the questions should have been more closely structured, instead of open-ended. I should have included a stamped foolscap envelope for reply. All in all, I think the 165 who did respond are to be highly commended, especially the many who indicated how pleased they were to participate in such a worthwhile enquiry!

TEACHER MORALE: A PILOT STUDY

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OPENING REMARKS

In November 1971, the School of Education, Macquarie University, made a submission to the Senate Standing Committee on Education, Science and the Arts. The opening paragraph reads:

> *There is considerable malaise in Australia about education, focussed in the main on teachers and the preparation of teachers, and on what happens within the schools. Industrial unrest among teachers in more than one State; frequent protests in the Press, and in the form of petitions and demonstrations; allied with condemnatory statements from senior academics and members of various groups in the community, are symptoms of the general disquiet. Indeed the very existence of the Senate Committee on the role of the Commonwealth in Teacher Education is itself strong evidence that all is far from well in education in Australia. It is difficult, however, to point to hard data to support the many claims about the weaknesses of the system as a whole, although there is ample evidence about the deficiencies in various sectors. Little effort has been made to place this evidence in context or to answer the fundamental questions about the provision of education.*

Later, the document has this to say:

> *(there are) compelling considerations relating to the quality of education, which depend to a great extent on the quality of teachers both in terms of knowledge and skills and of their dedication and motivation. (my underlining.)*

The annual figures released by the New South Wales Department of Education in mid-71 revealed that teacher resignations, (and this figure excludes retirements and deaths), amounted to 3,822 - some ten percent of the work-force in State schools. Gains from training establishments were 2,072, leaving a shortfall of 1,750. Some 2,970 teachers were, however, recruited from other sources, notably from overseas or from teachers, particularly married women, re-entering the profession. About 10 percent of teachers are employed on a temporary basis. Resignations have increased by 30 percent during the past three years.

The 1971 Bell Report looked at, inter alia, the resignation of teachers under bond during the years 1968, 1969 and 1970. One thousand, six hundred and six such teachers resigned during this period, 352 of them from primary schools and 1,254 from secondary schools. The biggest drop-out was during their second year of teaching (35.2% of the resignations). The lowest rate (3.3%) was during their fifth year of teaching.

In 1970, the main reasons for these new teachers resigning were as follows:

	Percentage
Overseas travel	25.1
Accompanying husband interstate or overseas	12.4
Taking up other employment	17.1
Pregnancy/child care/domestic duties	15.7
Personal reasons (dissatisfaction with service/unsuitability to teaching)	14.5
Further education	9.4
Health reasons	2.6
Other reasons	3.3
	100.0

The purpose of this pilot study was to investigate the status, attitudes and morale of the teaching profession in New South Wales. This appears to be particularly appropriate in the light of these figures concerned with teacher wastage. It also has to be remembered that for every teacher who resigns, there are undoubtedly several of his colleagues who remain disconsolately in their classroom in a mood of depression and discontent.

The investigation was used to gauge the climate of opinion amongst teachers and to elucidate the factors which may have been responsible for the increased rate of teacher resignations and job dissatisfaction, at the same time inviting the teachers to make suggestions for improving and stabilising the profession.

If this pilot study were to have a working hypothesis, it would read something like this: "an attempt to reveal discernible factors which are responsible for the low morale of the teaching profession as evidenced by (a) the high level of political activity, and (b) a general dissatisfaction with present conditions."

At this stage, it would appear appropriate to devote a few paragraphs to the concept of "morale", which has always proved somewhat elusive to define. It concerns the mental or emotional attitudes of teachers towards the components of their job. It takes into account the atmosphere

or "climate" in which they work and their individual orientation towards their task. It is essentially a reflection of how one feels about things, and is therefore a matter of subjective perception rather than objective fact.

As a group phenomenon, morale is expressed by:

(a) tenacious persistence and energy in enduring and attempting to overcome difficulty and frustration;
(b) enthusiasm and zealous striving in pursuit of the school's objectives;
(c) group cohesion and co-operative functioning of the teachers who comprise the staff of a school.

Features of low morale are:

(a) a tendency to elevate personal interests above the purpose of the enterprise;
(b) failure to derive personal satisfaction from group achievement;
(c) behaviour that is obstructive and non-contributory to the common purpose.

Clearly, morale implies some human quality which prompts a person to produce at maximum output, and without which he cannot perform at his best. It is associated with a forward-looking, healthy and confident state of mind and includes such attributes as persistence, enthusiasm, zeal and pride. It can usually be increased by favourably modifying any condition that will increase job-satisfaction. There is a clear relationship between teacher morale and pupil achievement.

It must also be mentioned that this pilot study has sub-objectives related to the origins of the teachers and their reasons for entering the profession, the relationship between teaching and social mobility, and a retrospective evaluation of teacher training.

Finally, to place this study into context, I quote the introductory paragraphs to the circulated questionnaire, which read:

> *It may be argued that much of the contemporary research in the field of education may remain somewhat academic unless its findings can be actively translated into practice through the interest and enthusiasm, the devotion and expertise, of the teaching profession, and that, at this point in time, some investigation is urgently needed into the status, attitudes and grievances and general morale of that profession.*

I would be grateful if you would provide me with answers to the questions which follow. If you feel that alleged current disenchantment is being exaggerated, please say so. It is important to obtain a representative sample of opinion.

Your responses to the questionnaire may or may not remain anonymous according to your personal wishes; in any case, no names will be mentioned in any subsequent reports arising out of the survey.

The questionnaire is largely unstructured to give you the opportunity of expressing yourself in your own way, and providing emphases where you think they are most needed.

The questions which follow are set out in Appendix One.

METHODOLOGY

The methodology took the form of a mail questionnaire posted at the commencement of the 1971 academic year.

The subjects were practising teachers in primary and secondary schools throughout New South Wales.

Seven hundred and fifty questionnaires were posted together with a covering letter inviting the teacher to participate in the enquiry. A list of the questions asked appears in Appendix One.

In the absence of access to a complete list of serving teachers, a random sample was obtained from Teachers Promotion Lists (614) and supplemented by a list of Teachers' Federation members thought to be interested (136).

The questionnaires covered six pages of foolscap, included 61 direct questions, some of them open-ended, and comprised 828 words.

The format included six main sections:

(i) the role of the self-image of the teacher.

(ii) a list of problems raised by teachers to be graded on a four-point scale, ranging from the category of "highly important" to that of "little or no importance".

(iii) social background of the teacher and his family.

(iv) retrospective assessment of teacher training.

(v) recommendations by the teachers themselves for improving the profession.

(vi) some personal details of the respondent.

The format originated as a result of discussions with colleagues and practising teachers.

In every case, provision was made for respondents to preserve their anonymity where they so desired.

There were 165 responses and the collated results are set out and discussed in the following chapter.

RESULTS AND DISCUSSION

The following tables show the origins of the 165 completed questionnaires which were returned.

TABLE ONE

Details of Respondents according to the Level of Teaching and the Sex of the Teacher

	Male	Female	Total
Primary School	35	7	42
Secondary School	81	42	123
	116	49	165

The proportion of responses from primary school teachers is approximately 25 percent, whereas the proportion contacted in the sample was approximately 45 percent. This would seem to imply a greater acceptance of existing conditions by primary school teachers, a possibility which is borne out by the resignation figures for those under bond, quoted in the Introduction, where the primary schools clearly show up better than the secondary schools. This would not seem surprising, bearing in mind the relative informality and the more personal atmosphere of the primary school, together with the child-centred approach, the relative absence of curriculum constraints, and the comparative freedom from serious disciplinary problems.

The proportion of women teachers in the sample was 23 percent which does not accurately reflect the proportion of women teachers in the profession. This was largely due to the reliance placed on the Teacher Promotion Lists in arriving at a random sample. (The proportion of women in these Lists is 27 percent, nearly half of which are Infants Teachers.)

It is interesting, however, that 30 percent of the respondents were women. One might hazard a guess that this was due more to conscientiousness in completing and returning the questionnaire rather than to an excessive discontent and disquiet with the profession. This is certainly, however, an area which warrants further investigations.

TABLE TWO

Positions held by Respondents

Principal: secondary	4
Principal: primary	16
Deputy Principal: secondary	8
Deputy Principal: primary	7
Subject Master/Mistress: secondary	41
Special Master/Mistress: secondary	14
Infant Mistress	3
Assistant Teachers	72
	165

TABLE THREE

Teaching Experience

20 years or more	69
15-19 years	28
10-14 years	37
5- 9 years	18
less than 5 years	13
	165

Twenty-one percent of the teachers in the sample were country teachers in that they came from the rural hinterland and not from the Sydney, Newcastle and Wollongong areas or from coastal resorts. Twenty-six percent replied. This supports the theory that many country teachers see themselves as disadvantaged, and in the really remote rural areas one gains the impression that morale is distinctly low.

Twenty respondents preferred to remain anonymous. I expected this figure to be higher, and considered the fact that it was so low to be encouraging.

If there is such a person as "the most typical respondent" in a survey of this nature, he will be a subject or assistant master from a secondary school in the city. He will have taught for more than 15 years and the chances are that he will have a degree and a diploma in education, and will not wish to remain anonymous.

QUESTION ONE concerned the role and self-image of the teacher, and was an open-ended question which read: *How do you see your present role as a teacher, and how do you see your future developing?*

Thirty-eight respondents ignored the question altogether or else answered it in a different context.

References were most frequently made to three main role areas:

(i) SOCIALISATION

This included such features as the development of the pupils' character and personality; the preparation of children to be future citizens; the inculcation of values, self-reliance and self-discipline; and helping children to understand themselves and their problems.

(ii) DEVELOPMENT OF NEW KNOWLEDGE OF SKILLS

Assisting students to achieve high academic standards; seeking to engender in the pupil an enthusiasm for a subject; helping children to pass their examinations with marks as high as possible, especially in the light of parental pressures; and the development of personal teaching skills.

(iii) ROLE CONFLICT

As well as conflict between (i) and (ii), there is also the fact that classroom teaching often becomes restricted because of the plethora of routine administrative duties. Also the possibility of achieving promotion at the expense of class contact.

Mention was made to a less extent of roles such as encouraging staff co-operation, the assistance of junior teachers, and involving the community in the affairs of the school.

One apt response to this first question reads as follows:

"To help children understand themselves and their problems.
"To help children pass their exams with as high marks as possible.
"To attempt to reconcile the above two aims in the light of parental pressure for good examination results."

There has always been this dichotomy. The open question is whether or not it has been exacerbated in recent years by such factors as: (a) the influence of the family, like the church, having waned, with the result that more is expected of the school; (b) individual aspirations being greater than ever before and this in a technological society which is becoming more and more competitive; (c) a greater concern than in the

past with equality of opportunity and the fact that "the quality of life" is of universal concern and not just the province of the elite; (d) education seen as a social service and not solely as an investment in the country's development; and (e) the problem of coping with rapidly changing attitudes and values in a society where the rate of social change has become a phenomenon.

QUESTION TWO involves the ranking, on a four-point scale, of problems repeatedly raised by teachers as affecting their morale. The issues raised were listed in the questionnaire in no predetermined order, and respondents were invited to make additions where they felt that important issues has been omitted.

Appendix Two is a complete record of responses in terms of raw totals on the four-point scale.

The figures which follow are in percentages, and they show the frequency with which the "highly important" categorisation appears in the responses. The accompanying comments are the result of discussing these issues with practising teachers, but no claim is made that they are completely free from personal value-judgments.

Three factors are ranked first, with 66 percent of the respondents regarding each of them as "highly important" issues.

1 (a) Class sizes leading to much worthless waste of time.

Bearing in mind the teacher retention rates quoted earlier in this report, it is highly unlikely, especially with the school population steadily increasing, that class sizes will significantly decrease in the foreseeable future. This means that teachers will have to have greater recourse to technological aids in the conduct of their classes if an optimum rate of progress is to be maintained. This makes apparent the need for improved amenities and equipment. Also for the more generous provision of refresher courses so that every teacher may become more fully conversant with the educational media which should be at his disposal in this day and age. Refresher courses are referred to again at a later stage in this enquiry.

1 (b) Demanding nature of the work, and an intensification of the demands made upon the teacher.

This reinforces the reference made earlier to increased aspirations in the context of a highly competitive society, and the extent to which the teaching load is predetermined by examination expectations. And for the "non-examinable", the "low-achievers", or whatever they might be termed, there is the problem of maintaining their interest and their discipline whilst the law demands that they remain at school until a

certain age when they can leave its confines to earn substantial wages in unskilled occupations. In theory, they are still being socialised; in practice, they are being barely contained!

Also, it is true that we are living in an age when the pace of life is increasing and the pressures are being heightened. The classroom is no exception, and is not immune to these trends.

1 (c) The existing system of inspection.

Many educationists have claimed that there is little wrong with the teaching profession that a little more humanity cannot put right. It is not surprising, therefore, that this outmoded form of supervision and evaluation should rank so highly in terms of the teachers' grievances. It is important, however, to record that modifications to the inspectorial system are currently under way. No-one doubts that inspection is necessary as a safeguard against inefficiency, stagnation, and the abuse of authority in schools. It is the way in which it has been conducted for so long which gives rise to such concern and dissatisfaction.

Next come two factors at the 54 percent level.

2 (a) Inadequate amenities and equipment.

This is the age of educational media and all the hardware which goes with it. Australia significantly lags behind other advanced countries in updating the classroom techniques which are such an important tactic when it comes to combating class sizes which are recognised as being so hopelessly unmanageable, and which are often made even more difficult where language problems exist.

In poorer areas, where Parents and Citizens Associations have not fulfilled expectations, even the most basic essentials are lacking.

In many instances there are sub-standard school buildings which are far from conducive to the teaching-learning process. All in all, Australia is not noted for its generosity in terms of financial investment in education.

2 (b) The absence of an independent "Education Commission".

Seldom does one encounter a teacher who does not feel that he is being subjected to the heavy hand of bureaucracy. There is little doubt that he would feel more of an individual, possessed of greater self-esteem, if a truly independent and fully representative Education Commission were to be introduced as the supreme policy-making and arbitration body. The much-hoped-for Education Commission has been very newsworthy of late, and it is not surprising to find it mentioned well up the list of "highly important" issues.

Five factors share a tally of 49 percent - in other words, half the respondents view them as "highly important" issues.

3 (a) Inhibiting effect of promotion system.

This is closely related to the inspectorial system discussed in 1 (c). It does, however, go deeper than this. Many apparently enterprising and enthusiastic young teachers resent, and are disheartened by, a promotion system which slavishly favours seniority measured by length of service. It is also debatable whether such a system is in the best interests of the schools. Another factor is whether or not promotion should be synonymous with appointment to positions which are largely administrative. From the responses, it appears that a number of teachers feel that promotion should not necessarily exclude them from the interaction of the classroom. It is also argued that a competent teacher does not always make the best administrator.

3 (b) Prestige with the public; Is teaching really recognised as a profession?

There has long been a feeling that teaching has not been fully regarded as a true profession, and that it is regarded by the majority of the public as a safe 9 am - 3.30 pm job with long holidays. The teacher is naturally disappointed that he is not given full credit for the responsibilities and the strain which his duties impose.

3 (c) Outdated conditions for learning.

This has already been touched upon in 1 (a) and 2 (a), but there are other factors involved. One usually finds that a good teacher is less concerned with rote learning than with developing an enquiring mind, sound judgment, and a balanced pupil personality. Relating to what was said in 1 (b), the subordination of ideal learning conditions to the demands of a rigorous examination system can largely be blamed for this impasse. Current developments in this latter context suggest, however, that teachers can look forward to some improvement in conditions in the not too distant future.

3 (d) Difficulty in overcoming rigidity in a curriculum which may lack relevance and motivation.

A rigidly prescriptive curriculum hardly enhances the self-image of the teacher as a true professional. Once again, the examination system must take its share of the blame, although, this apart, there is a slavish allegiance to uniformity, partly perhaps because of a laudable desire to provide an egalitarian system of education throughout the State. There are also those critics of teachers who would say that they have more freedom to interpret the curriculum than they sometimes care to admit,

and that, all too frequently, they take the easier road which does not call upon extra reserves of effort and initiative. Meantime, for one reason or another, a high proportion of the pupils, especially the older ones, associate school with suffocating boredom, and this is critical to teacher morale.

3 (e) Motivation inhibited by the system; Insufficient opportunity for creativity.

This is directly related to 3 (d), and there is little more to add save that, in certain circumstances under the existing system, the innovator is treated with a degree of suspicion by his conservative superiors, not to mention his own colleagues. The place for innovation and creativity appears to be in the primary school. Perhaps that is one of the reasons why, on the whole, primary teachers appear more contented than their secondary school counterparts.

In the next category are items recorded by 44 percent of the respondents as being "highly important".

4 (a) An unreasonable teaching load.

Pressures of various kinds are ever-increasing, partly due to the knowledge explosion, but caused also by the steadily mounting aspirations of the children and the demands of ambitious parents. Many teachers would claim that a teaching load of 28 class-contact periods per week does not allow sufficient time for adequate preparation of lessons, especially if a more imaginative approach is to be adopted.

4 (b) General distaste for an authoritarian system.

The heavy hand of bureaucracy has already been mentioned. If the teacher is to see himself as a professional practitioner, motivated to provide a professional service, he must be made to feel that he really matters as an individual. Regrettably, as virtually every teacher has experienced, this is often very far from being the case. Inevitably morale must suffer, and often quite unnecessarily. Again, this is something which so often a touch of humanity can put right - or better still, avoid altogether. This whole issue is bound up with the high response rate to 1 (c) and 2 (b).

Five issues received a 41 percent rating.

5 (a) Insufficient opportunity for teachers to improve upon their qualifications.

Opportunities do exist for practising teachers to upgrade their qualifications by means of part-time studies including external courses.

Their main expenses are met by the Department of Education and, in many instances, studies successfully completed qualify the teachers for extra increments. It may be that such courses are insufficiently publicised and encouraged, but what seems more likely is that teachers feel that they need temporary release from their teaching duties in order to concentrate on full-time study. Part-time students often fail to do themselves justice because of the other pressures on their time and energies, and this is witnessed in the high withdrawal rate from part-time courses.

New Zealand has a system whereby external students reaching an advanced stage in their studies may be granted a year's leave on full pay in order to complete their final year of training. They also have a system whereby, given an above-average standard of academic qualifications, teachers may be awarded an Advanced Diploma of Teaching after having successfully completed a specified period of time in the classroom.

5 (b) Amount of non-professional duties involved.

There is clearly a wide variation between schools, and between teachers within the same school, in the amount of time devoted to non-teaching duties, as well as in the nature of the activities in which they become involved. It is important to distinguish between non-teaching duties of a pastoral, or even semi-pastoral, nature which many argue are best performed by the teacher concerned, and duties which are purely routine chores, such as typing and duplicating teaching material, laboratory work, and aspects of school maintenance.

There is evidence that the number of clerical and technical assistants is increasing throughout the State, although one suspects that the larger schools are the greater beneficiaries.

5 (c) Communication with parents.

It is fair to say that the average teacher would welcome more contact with the parents, especially in cases where an unresponsive child is concerned: one who may be difficult to motivate and to discipline. Often, under these circumstances, a teacher feels that he is being called upon to substitute the parental responsibility which is lacking, in addition to performing his routine teaching functions.

One supposes, however, that most teachers would like to establish better communication with the parents, but the problem is how and when this can be achieved. It is particularly difficult in poorer areas where both parents are probably working long hours and are perhaps even engaged in shift work. It is also in such areas that the teacher is almost certain to be a commuter. This applies equally to the Principal. Only in country areas is the teacher reasonably certain to be a member of the community, and this he usually welcomes, although there are

teachers who regard it as a serious imposition - even an encroachment upon their private lives.

It is possible that greater communication could be achieved through the Parents and Citizens Associations, which normally have an unfulfilled potential for activities other than those exclusively associated with fund-raising. Twenty percent of respondents regarded the nature of Parents and Citizens Associations as "highly important". Only 7 percent classed the interference of parents as an issue, so that there would appear to be scope for careful and covert development in this field; in some areas it would have to be particularly subtle to make any impact.

5 (d) The indifference of parents; Insufficient socialisation performed by the parents.

This is almost synonymous with the last issue, and there is little more to add save that few teachers, however dedicated, relish the prospect of serving in areas where there is likely to be insufficient socialisation in the home. Many feel that they are unprepared, by way of their training, for the social problems which they are likely to encounter.

5 (e) The problems of immigrant children with language difficulties.

Eighty-five respondents elaborated on the problem from first-hand experience, and, in many cases, offered practical suggestions.

Many teachers in the Sydney metropolitan and Wollongong areas appear deeply concerned with the problem. The communication gap between the teacher and the non-English-speaking child creates difficulties for both parties. The teacher does not have time in the normal classroom program to give migrant children the individual attention they need, unless he is prepared to do so at the expense of the rest of the class. The children with language problems become perplexed, frustrated, and eventually disillusioned because of their isolation and their repeated examination failures. Some pupils, despite their potential ability, find themselves relegated to the lower ability classes, where they are left to flounder and fend for themselves. Often, in these classes, they are associating with children who have behaviour problems, and whose oral and written English expression is far from being an ideal model.

At present, there is no concerted attack on this problem. Provision of specialist teachers and remedial classes is haphazard and short-term. The greatest need is for intensive courses in English of 3-6 months' duration before migrant children are subjected to the normal school situation. Without this, there is likely to be a self-perpetuation of the under-privileged migrant sub-culture.

Next comes an issue which 39 percent of respondents regarded as "highly important".

6 Problems of motivating the children.

This is largely a problem associated with children of lower ability, and to those from homes where the attitude of educational opportunities is one of parental indifference. It is a problem which is exacerbated by the inflexibility of the curriculum, and the fact that the teacher is so often inhibited by not being able to offer content which is specially tailored to the needs of such children. All these points have already been discussed under previous headings.

An issue rating a 36 percent response is:

7 The arbitrary system of transfers.

One might have expected this to have appeared higher in the list. It is by no means abnormal to find an experienced teacher who has served in half-a-dozen schools in twice as many years, especially where accelerated promotion is a consideration.

Implicit in this, is an ever-present housing problem, the interrupted education of the children, the difficulty of putting down roots in a community, and the possibility of serving in a locality which may be repugnant to the teacher and his family. It is worthy of mention that, in many advanced countries, teachers, right from the commencement of their careers, opt to teach in areas of their own choice by applying for posts which are all advertised. This may not, however, be entirely beneficial to either the teacher or the school, because the teacher may, if he so chooses, remain in the same school for the rest of his career. The same can happen to a teacher in Australia who refuses transfer, but this is usually extremely damaging to his career.

There appears to be particular discontent on the part of young teachers during their period of bond, especially with reference to their first posting which may have a shattering effect upon their morale. The problems facing a newly-qualified teacher are felt to warrant a comprehensive study in its own right, particularly bearing in mind the high wastage rate.

The position of married women teachers is interesting. They are not under the same obligation to transfer as are male teachers, and this may partially account for the low proportion of women teachers in the Teachers' Promotion Lists.

Thirty-three percent of respondents listed a further six issues as "highly important".

8 (a) Salary unrelated either to training or to the importance of the work.

Nineteen issues were listed above this one. Most observers

would have expected it to be a top-ranking issue around the two-thirds rather than the one-third mark. Graduate teachers, in particular, are well aware that their salary does not compare favourably with that of their peers who have undergone training which is comparable in terms of cost, duration and rigour. Why then does this issue appear so low on the list? Is it that the respondents have been shy and hesitant about highlighting their financial affairs? Or is it that their greatest concern is with conditions of service and the hope that their status and their efforts will be better recognised, and their working conditions improved?

8 (b) A feeling that extra efforts go unappreciated and that incentive is generally lacking.

This partly relates to salary, but it is also a reflection of the dissatisfaction expressed with promotion procedures, the authoritarian system, and the lack of individual initiative allowed by the curriculum.

8 (c) As a public servant, no real freedom of speech.

This is related to 2 (b) and 4 (b). A good teacher must essentially be a perceptive and critically thinking individual, and the feeling that he is being denied the freedom to publicly express himself will inevitably lead to apathy and will undermine morale generally.

8 (d) The atmosphere of the school relative to its size.

As a general statement, one could say that the bigger the school, the more impersonal the atmosphere. This is by no means peculiar to Australia. How can the problem be overcome in a school with, say, 70 staff? Could the Principal be relieved of most of his routine paperwork, so that he is then in a position to establish personal communication with each and every member of his staff and get to know them as individuals? Are there, in fact, Principals who are fearful of doing this lest they become directly embroiled in the endemic problems of their school - especially the apparently more trivial ones which they normally manage to avoid? Are subject masters judged sufficiently on their capacity to bring the best out of their colleagues and so help the general tone of the school?

One appreciates that it is quite impossible to generalise on such questions as these. So much depends upon the individual.

One also realises that the converse to the above implications may apply - namely, that it is possible for a lazy and ineffective teacher to hide his defects in a situation where he is operating as one of a very large staff.

The whole problem is usually less apparent in a primary school where a teacher has close contact with his particular class, and thus has

a greater feeling of "belonging" than if he were perpetually peripatetic as in the secondary school.

8 (e) Insufficient emphasis, in the day-to-day routine, on the social purpose of teaching.

The whole question of socialisation has been referred to in previous responses. Just how much should the teacher be pupil-centred? Is he adequately prepared in his training for this social role? Is he always fully equipped as a balanced and rational person to perform so vital a function? With this question in mind, should student teachers be more carefully selected and recruited as recommended in the Bell Report?

8 (f) The Staff Room: a "professional slum"?

If Staff Rooms are overcrowded, noisy, uncomfortable, untidy, shoddy, and generally lacking in basic facilities, such as a proper place to work, how can teachers be expected to measure up to professional standards and be endowed with the morale which is a stimulus to their pupils?

At the 30 percent level are bracketed three more issues:

9 (a) No share in decision-making.

Many teachers feel that they are a very insignificant cog in a very impersonal wheel, and that their views are of no consequence to the system in which they operate. They feel that the contributions they might make are being overlooked.

Conversely, however, there are teachers who do not particularly want to be concerned in matters of policy, but merely wish to confine themselves to their prescribed classroom duties. These are the teachers who regard every staff meeting as a bore, and as utterly inconsequential, which, it has to be admitted, they sometimes are!

9 (b) Problems of class control: a decreasing respect for authority.

From the responses, the impression gained was that this problem was more keenly felt by the more middle-aged teachers, who would be more likely to notice a decreasing respect for authority as well as the marked presence of a generation gap. Most sociologists would point to a trend in the younger generation towards greater permissiveness, a decreasing respect for authority, and an increasingly apparent lack of parental control.

If anything, it is surprising that this response has not appeared higher in the ranking order, judging by the extent to which

teachers are apt to bemoan their difficulties especially with the trend away from corporal punishment. On the other hand, the idea that pupil values are becoming less reliable and predictable was rated by only 16 percent of respondents as being "highly important".

9 (c) The existing system of superannuation.

Again, this appears to be an issue mainly of concern to the older teachers. Perhaps they feel that there is little material incentive to continue service beyond the age of sixty. The New South Wales State superannuation scheme is usually judged, relatively speaking, to be a very favourable one. It does, however, impose some restriction of movement in that to go interstate whilst teaching would mean relinquishing one pension scheme to embark upon another, and for an older man this can be prohibitively expensive.

Should it be made easier for teachers to transfer to another State of their choice, where they feel that teaching conditions might be better? Many would argue that this would be desirable, in that a State showing an inability to retain teachers would eventually be obliged to improve its conditions of service.

Three issues were rated by 25 percent of respondents as being "highly important".

10 (a) The existing provisions for long-service leave.

Yet again, the older age group are more conscious of this issue. Current provisions are more generous than in many other countries, but possibly teachers tend to compare their entitlement with the sabbatical leave granted by universities for study purposes, and argue that practising teachers have just as great a need to update their knowledge and ideas by means of travel and study.

10 (b) Insufficient recognition of the teacher's role in matters concerned with equalising opportunity and helping to overcome the problems of the pupil.

It may be true that the average teacher's efforts are measured more in terms of the successes of their more gifted pupils rather than by giving them credit for having helped the more backward or disadvantaged ones.

10 (c) No inducement to feelings of real loyalty to the institution at which currently employed.

This, in fact, summarises many of the issues which have already been discussed. If the teacher's self-image is to be that of a second-class professional in an impersonal and insensitive burearucratic organ-

isation, it is unlikely that he will have any feelings of real loyalty to his institution, except in cases where the Principal shows exceptional qualities of leadership. Principals, themselves, tend to be inhibited by the system, and their individuality can be emasculated to a point where they appear to the classroom teacher as mere figure-heads.

Anything scoring less than a 25 percent rating as "highly important" can be regarded, relatively speaking, as a "non-issue".

These include:

(a) The existing system of awarding increments.

(b) The interference of parents.

(c) The nature of Parents and Citizens Associations.

(d) Pupil values becoming less reliable and predictable.

(e) The limited extent to which team teaching is possible.

(f) Disillusionment with the alleged myth of "equality of opportunity".

(g) Insufficient recognition of the teacher's role in matters concerned with vocational guidance.

It may seem surprising that in an era when "equality of opportunity" attracts so much attention through the media, less than one in four teachers regard this as "highly important".

One might also be surprised at the implication that only 10 percent of teachers are particularly concerned with the vocational guidance of the pupils for whose welfare they have been largely responsible for so long.

QUESTION THREE reads:

It is often said that teaching is a "bridge profession", providing a means of "upward social mobility"; that there is little "continuity of occupation" in the profession, and that for these reasons, some teachers do not appear to be totally committed.

Would you please state (i) father's occupation; (ii) mother's occupation, if any, and (iii) paternal and maternal grandfathers' occupations.

The following table bears out this hypothesis in almost spectacular fashion.

TABLE FOUR

Details of Fathers' and Grandfathers' Occupations expressed as Percentages

	Fathers	Grandfathers
Professional/semi-professional	9.2	7.6
Administrative/proprietary/managerial	21.9	15.2
Teachers	6.7	3.1
Clerical/Sales	7.3	6.0
Rural enterprise	13.5	27.6
Skilled manual	25.1	23.4
Unskilled manual	16.3	17.1
	100.0	100.0

Expressed in terms of actual numbers, 165 teachers had between them a total of 20 fathers and grandfathers who had been teachers. This out of a possible total of approximately 500! On the mothers' side, 75 percent were engaged on home duties; 10 had been teachers. Many would regard these as truly remarkable statistics, but they would probably be very similar in other advanced countries.

Just over 40 percent of the teachers come from the homes of manual workers. Many of their own children are likely to be trained for the higher professions, such as law, medicine, accountancy, architecture and engineering. Thus, teaching has become to them a "bridge profession" and an instrument for providing "upward social mobility".

It is interesting to note, in this context, the low proportion of teachers who come from professional and semi-professional homes. Also, the high proportion of grandfathers who were engaged in rural enterprise. Clearly, teachers have played their part in the "drift from the land".

QUESTION FOUR enquired into the reasons for entering the teaching profession.

The reasons given include a wide range of responses which might have been expected from the nature of such a question. No particular reason was dominant, although "vocational" reasons appeared with the highest frequency. Many respondents gave more than one reason, so that the total proportion of responses is greater than 100 percent.

TABLE FIVE

Reasons for entering the teaching profession	Proportion of Responses (Percentages)
1. Sense of vocation e.g. love of children, and the desire to help others	35
2. Opportunity for creativity and initiative; a challenging and satisfying career	22
3. Security	20
4. Salary and working conditions	20
5. Prestige	2
6. Lack of other openings or an unawareness of alternative careers	22
7. Opportunity to attend University on Teacher Training Scholarship	18
8. Family influence such as parental pressure, or other family members in teaching	18

The fairly even spread of answers suggests that the attraction to teaching as a career is not always based on idealistic motives. The deliberate choice to use the preparation for teaching as a means of attending University and achieving social mobility reflects the working-class and lower middle-class origins of the majority of teachers. The security attraction comes mainly from the older respondents who had entered teaching during or soon after the depression.

QUESTION FIVE asked whether respondents would encourage their children to become teachers, and to give the reasons for their decisions.

Responses to this question also showed a wider spread of answers across the possible alternatives. The largest single group of respondents (25 percent) were those who would not encourage either their sons or daughters to become teachers. The responses are broken down as follows:

TABLE SIX

Response	Proportion of Respondents (Percentages)
1. Simple "yes"	22.5
2. "Yes" if children desired to be teachers and showed interest and aptitude	15.0
3. "Yes" for daughters; "no" for sons	16.0
4. "No" for both sons and daughters	26.0
5. Would neither encourage nor discourage, but leave it to the children to decide	15.0
6. No response	5.5
	100.0

The division between responses encouraging and discouraging children to become teachers would seem to link closely with the social mobility issue already discussed in Questions Three and Four. Many teachers who feel that they themselves have advanced socially through teaching would encourage their children to enter more prestigious occupations. A response worthy of comment is that of encouragement for daughters but not for sons (response 3: 16 percent). This reflects the view that there are few occupations offering the same opportunities for women as teaching. Teaching is usually recognised as offering extremely good working conditions for women, and might be considered as a non-career occupation of high standing. However, it is not considered a prestige occupation for men. Many of the reasons given by respondents for not encouraging their children to be teachers reflected the areas of dissatisfaction expressed with the teaching service in Question Two. Careers outside of teaching were seen as offering higher salaries, greater prestige, and better opportunities for job satisfaction. Factors considered as inhibiting job satisfaction included the demanding nature of teaching, inspection and promotion systems, the control of teaching by the Public Service Board, an attitude of public complacency towards education and the educative role of the teacher, and a lack of professional and social status.

QUESTION SIX **asked:** *How do you evaluate the teacher training you have had? Was the emphasis on content and presentation, rather than on understanding the child as an individual? How could your training, in your opinion, have been improved?*

A. Evaluation of teacher training

A majority of the respondents were teachers with a Degree and a Diploma of Education. The next largest category comprised those with two-year Teachers' College training.

TABLE SEVEN

Teacher Training	Proportion of Respondents (Percentages)
Degree with Dip.Ed.	60.0
Other four-year trained	3.5
Three-year trained	4.5
Two-year trained	28.5
Details not given	3.5
	100.0

There emerged from the responses a strong sense of dissatisfaction with the teacher training that had been received. A clear majority of the teachers (60 percent) retrospectively evaluated their teacher training as "inadequate". Many used stronger terms in their judgment. They considered their training as "useless" or as an "utter waste of time". The dissatisfaction expressed with teacher training equally came from teachers who had been fully trained in Teachers' Colleges and those who had completed a post-Degree Diploma of Education. Only one teacher in favour considered that his training had been "adequate", "generally good", or "helpful". The remaining 15 percent of respondents made no comment on their teacher training.

B. Content of teacher training courses.

Over half the respondents (63 percent) made no comment on the content of their training. This may have been due in large part to the distance in time between the bulk of the respondents and their initial years of training. Fifteen percent of the respondents considered that there had been too much emphasis on content and presentation. Only 8 percent considered there had not been enough. Fourteen percent believed that there had not been enough emphasis on understanding the child as an individual.

C. Improvements in training.

Suggested improvements in teacher training revolved around the issue of greater contact by the trainee with actual school and classroom

conditions. The need for longer and more intensive periods of practice teaching was stressed. Some 40 percent of the respondents specifically mentioned this point. It was suggested that the Training Colleges take a more practical approach to matters such as: classroom activities, management and discipline, group behaviour, methods of motivating children, and teaching low ability and culturally deprived children. Many respondents felt that such topics were often overlooked or treated in a theoretical and academic manner. The further suggestion was made that Teachers' College lecturers should return regularly to schools to up-date their teaching experience.

Overall, the suggested improvements were aimed at giving the trainee teacher a better knowledge of, and a better preparation for, the conditions and practices of teaching full-time in the school situation.

QUESTION SEVEN asked: *How do you view the need for regular refresher courses, and should these be compulsory?*

Strong support was given to the idea of regular refresher courses. Almost 75 percent of the respondents considered them necessary. One-third of these thought that they should be compulsory.

The reasons given favouring the implementation of refresher courses portrayed teachers as highly conscious of their teaching responsibilities. Refresher courses were seen as necessary for keeping abreast of changes and for the implementation of new teaching techniques and methods. There was a strong feeling that refresher courses, by bringing teachers together to share ideas and discuss common problems, would be a means of boosting knowledge and increasing morale.

Most of the respondents who favoured refresher courses made suggestions as to their structure and organisation. It was recommended that there be a wide variety of courses to suit particular needs. Great emphasis was placed on the fact that the courses should be conducted by expert, stimulating, and experienced persons who understood the classroom climate and what would or would not work there. Several respondents commented that refresher courses which they had attended in the past had been too theoretical and therefore largely a waste of time.

Various alternatives were put forward as to when courses should be held. Consideration was given to allowing teachers time off for intensive courses of three months' duration on a type of sabbatical leave basis. Alternatives proposed on a smaller scale were staff seminars within schools and regional meetings of teachers. There was a strong feeling that refresher courses should not coincide with vacation periods as was largely the case at present.

Incentives were recommended for attendance at courses. It was suggested that salary increases and promotion should be geared to the

successful completion of specified and approved refresher courses.

QUESTION EIGHT asked the question: *What would be your prescription for improving and stabilising the teaching profession?*

The suggestions made in this section were closely correlated with the list of problems enumerated in Question Two. The weighting given to the individual suggestions actually paralleled their ranking in Question Two. A significant feature of the major suggestions offered was their reflection of the current policies and issues of the New South Wales Teachers' Federation. (Suggestions made in reference to improvements in teacher training, (Question Six), and to the form and organisation of refresher courses, (Question Seven), were not substantially repeated in this present question.

The suggestions made by respondents have been loosely grouped under six headings. This has been done simply for convenience, and the categories are not intended to be mutually exclusive.

(i) Working conditions

(a) Higher salaries equivalent to those received by professional people of equivalent training.

(b) Pleasant and roomy staff-room accommodation, with approved staff amenities generally.

(c) Appointment of ancillary staff (clerical, technical) for non-teaching and non-professional duties.

(d) Relief from class teaching for Principals and Deputy Principals in primary and infants schools.

(e) Appointment of specialist teachers to primary schools.

(f) Incentives offered to teachers for placement in less attractive areas.

(g) Provision of suitable housing accommodation for teachers in country areas.

(ii) Administration

(a) Decentralisation of administrative controls to the district level.

(b) Removal of education from Public Service control.

(c) Establishment of an Education Commission with an adequate representation of practising teachers. Members of the Commission to

be elected by teachers and subject to recall.

(d) Improved communication links between teachers and the Education Department.

(e) Attention by the Department to the needs of individual teachers in decisions such as appointments and transfers.

(f) Departmental backing when teachers or schools have adverse publicity.

(g) An honest evaluation by the Department of what is troubling teachers.

(h) Thorough research into all aspects of the education crisis, and the establishment of long-range planning.

(i) Encouragement of initiative among teachers.

(j) [illegible]ter share by teachers in the policy-making of a school.

(k) Improved communications between institutions preaching change and schools adhering to old traditions.

(iii) Promotion

(a) Removal of present anomaly where the best teachers are promoted to become administrators. These may or may not be successful administrators.

(b) Two alternative paths to promotion: one as a teacher, the other as an administrator.

(c) Promotion on ability, rather than by age or length of service.

(d) Abolition of present inspectorial system and its substitution by a system of advisors to assist teachers and to acquaint them with new ideas and innovations.

(e) Assessment for promotion by a panel to include competent practising teachers.

(f) Means available for the rapid dismissal of the inefficient teacher.

(g) Promotion positions placed on the "open market" with anyone eligible to apply irrespective of age or seniority.

(iv) Teaching Situation

(a) Reduction in class sizes. The existing situation makes personal involvement and individual attention impossible.

(b) Removal of the external examination restrictions. Reliance on school assessment and the professional ability of teachers to evaluate a child's progress.

(c) Less prescriptive syllabuses with more scope and responsibility given to the teachers.

(d) Teacher-pupil co-operation in deciding curricula, course content and school regulations.

(e) Freedom of curricula from University domination.

(f) Reduction in teaching load to allow time off for class preparation, administrative tasks, and counselling.

(g) A reduction in the overall size of schools.

(h) Separate junior and senior (Forms 5 and 6) secondary schools.

(v) Teacher Education and Supply

(a) Greater attention given to the selection of trainee teachers. Assessment for recruitment based not solely on academic results, but also on school reports and aptitude and personality tests.

(b) All teachers to be graduate status or to have achieved an equivalent academic level.

(c) Credit for, and facilitation of, overseas teaching experience.

(d) Incentives to attend, and credit for, in-service and refresher courses.

(e) Opportunities available for study-leave and periods of research.

(f) Time available during the school week for educational discussion among staff members, and for subject-masters to give help to members of staff, particularly new recruits.

(g) Interchange of ideas among schools by regional meetings and seminars.

(h) Removal of bond restrictions on young teachers after one or two years service so as to allow persons not dedicated to teaching

to withdraw from the profession.

(i) Introduction of a policy designed to increase the proportion of male teachers in both primary and secondary schools.

(vi) The School in Society

(a) Greater involvement of parents in schools.

(b) The education of parents to accept that children should be educated and not simply prepared for external examinations.

(c) Deliberate efforts by the school and by individual teachers to make close contact with parents.

(d) The use of schools as social centres and for recreation and meeting purposes.

(e) A closer identification of the school with the community.

CONCLUSIONS

It seems highly presumptuous, on the strength of a pilot study of this nature, to attempt any far-reaching conclusions or to proffer any profound recommendations. At the same time such a contribution might well be judged incomplete without any attempt to sum up its findings. One naturally wishes to avoid a situation where the reader concludes by saying: "So what!"

It is abundantly clear that conditions of service transcend all other considerations, but no claim is made that a complete overhaul of the system would provide a panacea for all its ills. As in all walks of life, teaching has its share of mediocre practitioners. Some would argue that it has more than its share, and that this always has been the case and always will be, no matter what reforms are introduced. A suitable retort might be to the effect that any system attracts the quality of persons it deserves, and that the miracle is that so many competent and dedicated teachers are, in fact, to be found in a profession where, by and large, management has for so long been so callous and indifferent to human relations. To admit that mediocrity in the classroom does exist is not to say that a professional revolution is not long overdue.

Three factors would seem to be paramount. One is that a good teacher inevitably finds his work most demanding and that to be "messed about" into the bargain inevitably has the effect of undermining morale and destroying job satisfaction. Personalising the bureaucracy would not seem to be beyond the bounds of human ingenuity!

In the second place, whilst education has been established as the cornerstone and the chief means for the advance and maintenance of the affluent technological society, the status and role of the person engaged in teaching at the school level is one of ambiguity and social ambivalence. Few things are as important to a person as occupational status. The teacher is disheartened to find that, generally speaking, the public and the Government do not take seriously his claims to be regarded as a professional. They oppose most of his demands on the basis that teachers have too many privileges already and that they are claiming more than they are worth.

The popular image held of the teacher in Australia is of a person of average intelligence but without the initiative or drive to enter a more rewarding or demanding career. Until fairly recently, the teacher was considered "an educated man" belonging to a distinctive occupational group. Teachers now, however, are in a relatively less favourable position. In his book, *Education and Social Change*, (1966), E. King has this to say:

It follows from the rapid expansion of secondary education during the twentieth century that many parents are at least as well educated as the teachers. Thus they are not likely to treat them as omniscient or highly respectable in any social sense. Even parents who did not themselves enjoy a long schooling but have since achieved a reasonable standard of living tend to feel "as good as" the teachers.

The professional aspirations of the male teacher are not altogether helped by the fact that he is outnumbered 2 to 1 by his female colleagues. With teaching as only a temporary occupation, most married women are not as interested as males in long-term improvements in status and qualifications: as wives they will take their status from their husbands.

Some quotations relating to professionalism appear in Appendix Three.

It is worth a brief look at the corresponding positions in two other countries. In the USA, only one-third of those trained to teach even enter the profession. Only two-fifths of trained teachers are teaching at any one time. A survey by Brembeck in 1966 showed that among male teachers entering the profession, only 29 percent were committed to teaching and expected to teach until retirement. Nine years is the average professional life of teachers in the USA.

The position in the USSR is a sharply contrasting one. Teachers are accorded high status and teaching is a prestige occupation. Salaries are on a par with medical specialists and engineers. There is comparable status between the role of education in society and the role of the teacher. Education has the task of building a new kind of society involving the intellectual, social, moral and political education of the young, and in this process, the teacher is very much an instrument of "the party".

Here then are the two extremes. What of Australia? It would hardly be an over-statement to say that all is not well in the world of the teacher, and that there is currently a "teacher crisis" in Australia. Is the teacher a professional or is he merely a salaried employee? It is not surprising that a dissatisfaction with the present inspectorial system appears as a number one issue in this pilot study. Nothing is calculated to destroy the professional self-image of the teacher more than a system of close supervision often administered in such a formal, unbending and frequently humiliating way.

The third major area of discontent centres around the rigidity of the curriculum, and the way in which the teacher has been dictated a functionary role aimed at getting as many children through the system as possible at the highest levels of achievement possible. The result is

that so much of the challenge and idealism of teaching, and the creative opportunities open to teachers, are lost in the process. Teaching is no longer a distinctive occupation; teachers are relegated to a utilitarian role with little or no say in policy-making and expected to concern themselves with classroom matters only. It is not surprising if teaching fails to attract the sharpest and most searching minds among the young.

What then of the future? Signs of hope include proposed modifications to the inspectorial system, less slavish adherence to external examinations, and a somewhat latent recognition that a higher degree of effective decentralisation would hopefully lead to better human relations.

What of class size, which also ranks as a number one issue? Education consumes the largest single part of most countries' budget, frequently employing more people than any other single industry. It is essentially labour-intensive, which makes it an expensive enterprise, plus the fact that the labour it needs is in short supply. It is difficult to foresee class sizes getting much smaller. It would appear that the large-scale introduction of educational media provides the best hope of retrieving a difficult situation. A technological revolution in the classroom inevitably means retraining the older generation of teachers, together with a regular provision of refresher courses planned so that teachers have no excuse for non-attendance.

Teaching today is conducted against a background of rapid and often confusing social change. More than ever, the teacher must be able to understand the problems of each individual pupil. This would seem to imply that there is a need for more sociological content in the training of the teacher. Also, there is an obvious place for more instruction in how to cope with the low-achievers and the disadvantaged. These latter can so easily become "no-hopers" in a highly competitive society characterised by the "rise of the meritocracy". In this same context, how do you attract competent teachers to schools in the more deprived or remote areas? The payment of special responsibility allowances? The provision of housing available at an economic rent? Certainly an appeal to dedication alone is not enough.

What of conditions of service in general? More and more, teachers are being associated with strikes in order to protest their case. Is the withdrawal of labour compatible with professional standing? Teachers are divided completely on this issue, and it is up to the reader to decide whether, in the long run, this is likely to be good for the profession or not.

One final observation. It may seem that this whole pilot study is heavily weighted in support of the teacher and in sympathy with his grievances. This was certainly not the intention. The study was mainly concerned with reflecting the situation in the profession as it exists at the present time. The sample was not unfair to the Department of Educa-

tion, in that its bias was towards the mature and established teacher with many years of experience and, more often than not, a place in the Teachers' Promotion Lists. Little cognisance was taken of the young and inexperienced teacher serving out his bond - the one who is most likely to resemble the disillusioned missionary! At the same time, it is only fair to admit that male respondents predominated and this was not a true reflection of the male/female ratio in the service. Male teachers, as has already been indicated, are much more likely to voice their discontent than are their female colleagues. In conclusion, it is worth reiterating that this whole exercise was meant to be no more than a "pipe-opener" and to point the way to prominent issues which merit further and fuller exploration in depth. In this respect, one feels that it may have succeeded.

APPENDICES

The following questions appeared in the circulated questionnaire:

1. *How do you see your present role as a teacher, and how do you see your future developing?*

2. *The following are some of the problems (38 in all), which teachers repeatedly raise. Would you please, by means of placing a tick in the appropriate column, indicate in each case how important you consider the issue to be. Space is included for further problems which you may feel have been omitted. Where you feel there has been unnecessary duplication, please delete any of the questions concerned.*

3. *It is often said that teaching is a "bridge profession", providing a means of "upward social mobility"; that there is little "continuity of occupation" in the profession, and that for these reasons, some teachers do not appear to be totally committed.*

   Would you please state (i) father's occupation; (ii) mother's occupation, if any, and (iii) paternal and maternal grandfathers' occupations.

4. *Please state your reasons for entering the teaching profession.*

5. *Would you encourage your children to become teachers? If not, please give some reasons.*

6. *How do you evaluate the teacher training you have had? Was the emphasis on content and presentation, rather than on understanding the child as an individual? How could your training, in your opinion, have been improved?*

7. *How do you view the need for regular refresher courses, and should they be compulsory?*

8. *What would be your prescription for improving and stabilising the teaching profession?*

APPENDIX TWO

Results from Question Two in Terms of Raw Totals

The following are some of the problems which teachers repeatedly raise. Would you please, by means of placing a tick in the appropriate column, indicate, in each case, how important you consider the issue to be. Space is included for further problems which you may feel have been omitted. Where you feel there has been unnecessary duplication, please delete any of the questions concerned.

Problem	Highly Important	Important	Of Some Importance	Of Little or no Importance
1. Salary unrelated either to training or to the importance of the work	57	74	19	9
2. The existing system of awarding increments	30	48	64	17
3. The existing system of superannuation	50	40	53	18
4. The existing provisions for long-service leave	40	45	54	19
5. Arbitrary system of transfers	60	44	38	11
6. Inhibiting effect of promotion system	83	32	26	20
7. The existing system of inspection	108	25	12	14
8. Insufficient opportunity for teachers to improve upon their qualifications	69	38	25	25
9. The absence of an independent "Education Commission"	89	38	15	19

APPENDIX TWO (Continued)

Problem	Highly Important	Important	Of some Importance	Of Little or no Importance
10. Prestige with the public; is teaching really recognised as a profession?	80	55	23	4
11. As a public servant, no real freedom of speech	59	45	36	19
12. Demanding nature of the work, and an intensification of the demands made upon the teacher	109	40	9	2
13. Amount of non-professional duties involved	69	50	33	7
14. The indifference of parents; insufficient socialisation performed by the parents	63	56	33	4
15. The interference of parents	12	25	49	74
16. Communication with parents	68	46	31	11
17. The nature of Parents and Citizens Associations	34	54	39	22
18. Class sizes leading to much worthless waste of time	110	35	9	3
19. Problems of class control; a decreasing respect for authority	51	38	42	25
20. Problems of motivating the children	65	43	35	14
21. Pupil values becoming less reliable and predictable	26	39	43	38

APPENDIX TWO (Continued)

Problem	Highly Important	Important	Of some Importance	Of Little or no Importance
22. Outdated conditions for learning	82	42	23	7
23. Inadequate amenities and equipment	89	44	19	4
24. Difficulty of overcoming rigidity in a curriculum which may lack relevance and motivation	81	46	26	1
25. Innovation inhibited by the system; insufficient opportunities for creativity	80	42	24	15
26. An unreasonable teaching load	72	48	29	8
27. The limited extent to which team teaching is possible	21	49	52	36
28. The atmosphere of the school relative to its size	55	52	36	14
29. No share in decision-making	50	49	34	18
30. A feeling that extra efforts go unappreciated and that incentive is generally lacking	57	40	40	20
31. No inducement to feelings of real loyalty to the institution at which currently employed	42	38	48	24
32. Disillusionment with the alleged myth of "equality of opportunity"	40	34	43	35

APPENDIX TWO (Continued)

Problem	Highly Important	Important	Of some Importance	Of Little or no Importance
33. Insufficient recognition of the teacher's role in matters concerned with equalising opportunity and helping to overcome the social problems of the pupil	48	49	42	12
34. Insufficient emphasis, in the day-to-day routine, on the social purpose of teaching	55	54	29	13
35. Insufficient recognition of the teacher's role in matters concerned with vocational guidance	18	50	56	32
36. The problems of immigrant children with language difficulties	67	40	20	11
37. General distaste for an authoritarian system	74	35	37	13
38. The Staff Room: a "professional slum"?	58	39	33	14

This space was left vacant to allow respondents to either add issues which they felt had been omitted or else to supplement their ratings with appropriate comments.

APPENDIX THREE

Quotations relating to Teaching as a Profession

(A) R. Kelsall and H. Kelsall: *The School Teacher in England and the United States.*

Ten characteristics of a professional occupation:

(1) Expert and long training with strict regulations on standards of admission.

(2) Highly skilled work involving specialised knowledge.

(3) The work is of fundamental importance to society.

(4) A high level of income.

(5) There are standards of behaviour and a code of ethics which give effective control over the conduct of the members.

(6) The practitioner has autonomy of action and is free from outside influence and control.

(7) Working conditions are of a high standard.

(8) The social origin of the practitioner is usually superior to that of the client.

(9) The practitioners have a degree of participation in community and national life.

(10) There is a professional association.

(B) D. Westby-Gibson: *Social Perspectives on Education,*

A survey of teacher perceptions of their public image in the United States in 1960 revealed six major negative aspects of teacher status:

(1) Teachers were mainly women working temporarily and did not need "professional" salaries.

(2) Teaching represented security without effort.

(3) Teachers were public servants.

(4) Teaching offered high pay for part-time work.

(5) Teaching was largely a menial occupation as evidenced by school duties.

(6) Teaching involved low or no intellectual standards.

(C) "The Karmel Report". Report of the Committee of Enquiry into Education in South Australia, 1969-70.

Changes indicated as necessary in order to attract into teaching larger numbers of people combining scholarship with a capacity for personal initiative:

(1) Greater opportunity for the exercise of professional independence by qualified people. This could include a minimum of specific direction and a reduction of workloads to enable planning for the particular needs of the pupils taught. The latter is related to the improvement in the number of teachers.

(2) Increased opportunities for advancement in specialist subject fields for well-qualified people who do not desire to enter administration.

(3) Physical working conditions, including staff rooms and staff study areas, of adequate standard.

(4) Adequate supporting non-professional staff and facilities.

(5) Adequate provision of study leave.

(D) A.A. Congalton: *Status and Prestige in Australia*, (1969).

Comparison of the ratings of professionals according to a universities survey throughout Australia.

1. Doctor
2. University Professor
3. Solicitor
4. Architect
5. Engineer
6. Dentist
7. Veterinary Surgeon
8. Clergyman (with University degree)
9. University lecturer

10. School Principal
11. Newspaper Editor
12. Physiotherapist
13. Clergyman (with some University training)
14. Secondary School Teacher
15. Social Worker
16. Trained Nurse
17. Clergyman (no University training)
18. Army Captain
19. Trained librarian
20. Primary School Teacher
21. Air Hostess
22. News Reporter

If business and industry is taken into account, the School Principal drops from 10th to 13th, the Secondary School Teacher from 14th to 32nd (one below the General Office Manager), and the Primary School Teacher from 20th to 45th (one below the Family Farmer).

APPENDIX FOUR

Miscellaneous quotations extracted from teachers' responses to the questionnaire.

On role:

"I enjoy teaching because I love children. I do not expect them to be 'goodies' and find many satisfying relationships with them. Teaching is not becoming easier - discipline is slipping but where children see you like them, that you care enough to prepare lessons, that you will not accept rudeness and inferior work, they usually 'turn up trumps'."

"I have no real desire to become a deputy or a headmaster. I much prefer to have the contact with children which a subject-master's job brings."

"My main aim is to help create happy, healthy children who can think for themselves. I try to teach them not what to think but how to think. Within the limits of a stifling curriculum I try to encourage them to question all that is put before them, to accept no one's word at face value, to listen to advice, yes, but to work things out for themselves. I want to continue doing this as a classroom teacher; I want no promotion."

"I see students as having to do increasingly so much 'learning'

that there is increasingly little, (and maybe one day, there will be no more), time left for 'thinking'."

"I am a Deputy Principal so that I spend most of my time on administration detail instead of doing what I know best - teaching."

"I obtain a great deal of satisfaction from my 'profession', though a certain, possibly cynical, detachment is necessary. I feel that release from classroom teaching into the administrative side has given me a great deal of satisfaction: decision-making appeals to me. The social-impact side of teaching is, I feel, becoming more important as the school fills the role largely vacated by the home and the church. Particularly in country towns, the school fills an important place. This leads to a large measure of 'job satisfaction'."

"As a Science Master, I feel under some pressures because of inadequate laboratory accommodation, lack of laboratory assistants, and most importantly, a rapid turnover in science teachers, most of them casual and untrained."

"Very few teachers leave who get satisfaction from building a good relationship with their classes. It is when conditions are too demanding, that is, the children are too hard to control, that they seek other jobs."

"Since I'm married with two children and with varied interests outside of the home, I do not really have any ambition beyond class teacher as I live in the suburb in which I teach and I am very happy with the school."

"The State employs me to get children through examinations. I ruthlessly do just this. I deliberately stress those topics which are examinable so that successful students are able to get employment or enter colleges or universities on the strength of their passes."

"My present role is a depressing round of making fresh allocations and timetables frequently as staff come and go (mostly go); of attempting in a very limited time to help the younger members professionally (planning lessons, using equipment, suggesting approaches); of trying to keep going an antiquated system with decaying classrooms, gross overcrowding, insufficient staff, rampant authoritarianism, and a dearth of ideas."

"I do see some hope for the future. A freer approach is in the air, restrictive examinations are slowly going, more experimentation is occurring. I like to think, and this is what keeps me and the majority of this staff going, that within ten years we will see all exams abolished, self-discipline rather than authoritarianism in schools, a public

aware of what education really means and not being satisfied with the narrow vocational system they have now, and a more enlightened administration. Perhaps I am a super-optimist, but the people with ideas and energy are in the schools - they simply need a freer hand."

"I am well content with my role as a teacher, as long as I am left uninterrupted in my own classroom, despite the frustrations imposed by an exam-oriented syllabus. My problems and discontent arise from administering a subject department where I must cope with problems stemming from the shortcomings of others, many of whom should not be in this so-called 'profession'."

"I am very contented, having a promotions position (Subject Master) which gives me a fair amount of independence to implement the many wonderful ideas which are appearing in the professional journals and in inservice courses. But the job is exhausting! So much time has to be spent turning these ideas into classroom realities; there is so much chopping and changing, tearing-up and re-planning. The only way a teacher can develop professionally is through constant contact with better ideas."

"I wouldn't have another job, but I wish I had more time; not necessarily by a decrease in teaching load, but by the streamlining of method, leading to greater efficiency. Still, it is all very challenging, and satisfying."

On <u>disenchantment</u>:

"Disenchantment? At our school they nearly all moan, but nobody wants to go. Men are more disenchanted than women. Men suffer from the belief that there is somewhere in life to get, and that they will be happy when they get there. Women are more realistic. This could be the same in other jobs."

"What you have here (on dissatisfaction with teaching conditions) is probably what would be in the Press if it were not for the Public Service Act.

It is written without malice for it is so contrary to what my colleagues would expect of me. That is, I am considered a handy 'yes man' and loyal enough not to be considered as a 'rocker of the boat'. Life without hard work would be empty. A job honestly done is enough satisfaction to me, but teaching has become an unalleviated grind for me and many others - hence the activists and the 'stirrers', and the dissatisfaction I express."

"Teaching has always been an exacting profession and some of the current disenchantment arises because many teachers are unwilling to accept this fact; perhaps they are psychologically unsuited to teaching, or

perhaps the role of the teacher is changing. Whatever happens, the future will be interesting and challenging."

"While the present inspectorial system is in operation, the teachers who are not cynical, competent instillers of facts will be driven out of the game."

"First let me say that I enjoy teaching very much and intend to make it a career. I do feel, however, that I am fighting considerable odds to maintain my enthusiasm. I think these odds will overwhelm me and cause me to resign out of frustration. Not only am I fighting arbitrariness and conservatism from my employer but utter indifference from parents."

"A number of those who are discontented in teaching would be discontented whatever they did. They are probably not suited to teaching anyway."

"In a small primary school, discontent is rare."

"I tend to feel that discontent is a manifestation of the lack of job satisfaction caused by:

(i) unsatisfactory teaching conditions;
(ii) unsatisfactory teachers."

"The general feeling of unrest and dissatisfaction in teachers reacts on pupils, disrupts discipline and lowers respect for teachers in general."

"This being my sixth school and ninth headmaster in twelve years, I've come to the conclusion that a significant proportion of dissatisfaction is related to the policy of the individual headmaster, the size of the school (the larger the school, the more likelihood for dissatisfaction), the age and quality of the school buildings, and the general staff tone, the latter usually being influenced by the Headmaster and Deputy.

If teachers are unhappy about 'the system' in their particular school, a system which the above factors influence, they tend to become dissatisfied with the educational system in general."

On <u>the attitude of the public towards education</u>:

"An Australian would rather have a new Holden than a well educated kid."

"Teachers are fed up with being treated contemptuously by the

public at large. Salaries are not the burning issue at present, rather it is the assumption that we are 9.00 - 3.30, forty weeks a year, weaklings."

"I feel constantly that no one really cares about education - especially the general public. My experience with parent groups and public meetings has confirmed my worst fears."

"In 1970 I transferred to a brand new High School in a rich middle-class area, with socially conscious parents, I thought! The previous parents I experienced were working-class, including migrants. When staffing arrangements were revealed for 1971 and a strike over working conditions seemed probable, we felt that the parents should be informed, with a view to possible assistance. We typed and stencilled 1,300 letters, hand addressed envelopes, and posted them to the various homes. We received two replies! One congratulated us and asked how they could help; the other criticised the typing and wording of the letter and told us we should not complain as we were well off!

What can you do?"

On <u>teachers</u>:

"Teachers have a very low opinion of themselves. We feel a social inferiority as we are not regarded as either a profession (except for convenience at times) or a trade."

"Inspectors exist who raise morale and there is the serious problem of aged teachers who resist change. Teachers by and large do not seem to want change. I believe that if change could be accomplished they would be proud of it."

"Most teachers never leave school. They go from school to college and back to school. How can they have an understanding of what it is like to be a 'Wharf Labourer'? Some way of broadening their outlook appears desirable."

"Teachers on the whole are a lazy, dirty lot and leave their cups for the flies to crawl in and for the cleaners to wash up. On the other hand, there is nowhere nice for a wash, and you've got to go like a clockwork machine to get your lunch, eat it, wash your cup, and get to the lavatory. We have 40 minutes for lunch. But give some people an hour and you would still see a slummy staffroom."

"One great problem is that to be a good prepared teacher, one cannot have time to be a relaxed adult with a social life - not gay, just adequate! A teacher dedicated to his subject matter can cease to be a full person because of the requirements of the classroom."

"The attitudes of young teachers are taking dramatic changes - more desire for: independence; freedom from supervision; individuality. These desires may be used to cover up inefficiency or to conceal the lack of effort in the classroom situation. The recognition of the dedicated and efficient is simple; the utilisation of the mediocre poses the challenge."

"Whenever I speak personally to someone whinging, I cannot help but feel that there is a pettiness about it all. Too many teachers remain boys."

"The system encourages teachers to adhere to old traditions and just look after their own lot. There is a poor communication between institutions preaching change, for example, universities, and the schools at all levels."

On <u>conditions of service</u>:

"It amazes me to think that not once in all my teaching career has the Department of Education bothered to find out what is troubling teachers."

"It is hard to obtain 'job satisfaction' when you know that because of the pressures of a school day your achievement is going to be limited."

"With present class loads it is all but impossible for teachers (especially young ones) to adopt and develop democratic teaching techniques which are necessary for effective teaching."

"For too long, teachers have put up with conditions both for themselves and their pupils that would not be tolerated in industry. Even Health Inspectors are not allowed on the premises because they would condemn many conditions, for example, they would certainly have the number of toilets increased. What man in Industry does not have a locker, and a large one at that, and a proper dining room to buy and eat his lunch. These facilities may exist in some schools but they do not exist here!"

"There must be serious thought given to just what the maximum size of a school should be. Surely 500 pupils with say 25 staff, in the long run is going to be more successful than a school of 1,000 pupils with 50 members of staff. To be only a cog, and a not very important one, is a soul-destroying fate."

"I would like to see the inspectorial system revised with powers to recommend the elimination of a poor teacher. In fact, they never do; nobody I have known has ever heard of a teacher sacked for poor teaching."

"There is, at present, so much waste of time, so much hurried, directionless teaching. Four good English lessons are better than six partly-prepared ones. A large amount of the science and mathematics should be dropped from the curricula for slow learners. A lot of foolishness is perpetrated in the name of 'equality of opportunity'."

"The Department of Education needs to establish good communication links with teachers to avoid glaring administrative inefficiency, for example, in the placement of teachers; transfers; lack of personal consideration. The Department needs a new image. At present it seems inefficient and exasperating when equipment is needed or when one is genuinely interested in improving the system. No one will listen to new ideas, even to give them a fair hearing!"

On teaching as a career:

"Before committing myself to teaching, I experienced other jobs and found them routine and dull. They were remote from my own interests. In teaching I believed I would find a more rewarding, more varied occupation in which I could deal with those things I was interested in, and which seemed a valuable, responsible profession."

"I would encourage my children to be teachers if they were interested. I feel that there is definitely required an interest in students, patience, and an 'old fashioned' devotion to duty. Conditions are in fact improving, for example: clerical assistants; general administrative assistants."

"I do not know whether I would encourage my children to be teachers. Your spirit and self-esteem can take a terrible beating in teaching, and there are many affronts to your personal dignity, but maybe this is the same in other jobs too."

"I would not encourage my children to become teachers. Although it has satisfying moments, I feel that the bonding system ties young teachers to the extent that they feel morally obliged to stay despite job unhappiness. By the time they are free it is often too late to take on anything else."

"Teaching was the only profession open to the lower working class of the depression years."

On teacher training:

"The Diploma of Education course needed enthusiastic staff who had had recent experience in a school."

"In-service courses should be during school time. They should be given by people who are not just out to make a quick penny in their

holidays and who frequently (I have heard) do not have much to give. Nothing would induce me to give up my holidays to listen to a good lecturer even - you need a complete break."

"Teacher training was of no practical value. I was in no way equipped to tackle the basic problem of child discipline and class control which is fundamental to becoming a successful teacher."

"My training was rather inadequate. I rather suspect that the Teachers' College lecturers were refugees from the classroom. There was never enough treatment of current educational developments. Many of the courses were unrelated and useless when teaching."

On the recruitment of teachers:

"An emphasis is needed on research to pinpoint 'personality' factors in successful teachers and the use of these criteria, at least in part, in the selection of recruits. I feel that too many teachers are merely place fillers and not really suited to the profession."

"Teachers are born, not made. More notice should be taken of school principals' and teachers' assessments of students' characters, which assessments are usually sound. We know the patient, co-operative, unselfish ones with commonsense; yet the ones chosen are more often the ones with high academic attainments who have never done a thing for anyone except themselves, and who are a terrible burden in the staff room, and out of their depth in the classroom."

"Restrict scholarships for women. Their extremely high turnover means several women are needed to equal the average man's span of service."

Finally, some extracts from a High School Principal's exhortation to staff:

"The dominant features of (this school), stemming from our assemblies, are:

CONTROLLED MOVEMENT
TIGHT SUPERVISION
LAW AND ORDER

Tone and quality come from a total effort by all Staff.
At all times, Staff must assert authority over pupil movement from assembly and through the premises.

The pernicious practice of taking 'sickies' has no place in our profession.

The salient feature of our school, CONTROLLED MOVEMENT, originates from our assemblies... Whilst the assembly is in progress, teachers, as well as pupils, should be silent and attentive to the business of the assembly. Do not stand in groups at the back or under covered ways... Remember, failure to be on class at assembly will be viewed as a serious matter since it undermines school policy on assemblies and movement."

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This annotated bibliography may be of value to the reader who wishes to broaden his background knowledge of the status and role of the Australian teacher, his day-to-day satisfactions as well as irritations and his place in society. Highly technical references, dealing primarily with the psychology of morale, have been omitted as it is considered that they are beyond the scope of a work of this nature which has tended throughout to emphasise the pragmatic at the expense of the esoteric.

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The article considers the occupational background of teachers in training in New South Wales over the period 1929 to 1957. Questions discussed are: the occupational groups from which teachers are recruited; changes in the source of recruitment, 1929-1957; differences in the source of recruitment for men and women teachers; the number of teachers from homes where the father is a teacher.

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characteristics of recognised professions. The article concentrates on the specialised knowledge and training required in a profession.

Sergiovanni, T.; Factors which affect satisfaction and dissatisfaction of teachers; *The Journal of Educational Administration* (University of New England), 5 (1967) 66-82.

Research report on a study of teachers in New York schools. The conclusion reached was that factors causing satisfaction and those causing dissatisfaction tend to be mutually exclusive. The satisfaction factors identified for teachers tend to focus on the work itself and the dissatisfaction factors tend to focus on the conditions of work. Satisfaction factors are achievement, recognition, and responsibility. Dissatisfaction factors are interpersonal relations (students and peers), school policy and administration, status, and personal life.

Smith, Richard Avery; Maturity of education as a profession; *The Journal of Teacher Education* (U.S.A.), 8 (1957), 253-260.

A discussion of the nature of professions, the problems of considering education as a profession, and the areas of professional immaturity in education.

The Year Book of Education, 1954, (The Teaching Profession); London; Evans in association with the University of London Institute of Education.

This volume devoted to "The Teaching Profession" contains a survey of the conditions of the teaching profession in many countries, and articles on factors which affect the teacher's adjustment and status.

Walker, W.G.; Future occupational plans of a sample of final year student teachers; *The Australian Journal of Higher Education*, 1 (1961), 39-46.

This article reports on the attitudes of a sample of final year teacher trainees in New South Wales towards teaching as a career.

Walker, W.G.; Future occupational plans of a sample of beginning teachers; *The Australian Journal of Higher Education*, 1 (1963), 66-74.

Report on a follow-up project to Walker's 1961 study. Discussion centres on the commitment to teaching of first-year teachers with an emphasis on differences between male and female responses.

Warnock, Mary; The stigma of schoolteaching; *New Society*, (London), No. 380, January 8, 1970, 61-62.

The article discusses the status of teachers and the links between status and income and between learnedness and status. The author concludes that teacher status will never improve, for teachers are working with children whose parents themselves know, or think they know, what is best for their child.

Westby-Gibson, Dorothy; (1965); *Social Perspectives on Education*, New York, Wiley.

"Education as a Profession" constitutes a section of this comprehensive educational sociology text. Teaching is judged against the criteria of a professional occupation. The practice of teaching is reviewed with respect to the role of professional organisations, the existence of professional autonomy, and the adherence to professional ethics. There is consideration given to the economic and social status of teachers, the public image of teachers, and the career patterns of men and women teachers. The discussion is oriented towards the education setting within the United States of America.

The following are a number of additional textbooks with sections which relate to the teacher, and which are indirectly concerned with teacher morale:

Anderson, Robert H.; (1966); *Teaching in a World of Change*, New York, Harcourt, Brace and World.

This book examines the social context within which the American teacher works. Particularly relevant to the study of teacher morale is Chapter Two, entitled "Teaching as a Career".

Brembeck, Cole S.; (1971); *Social Foundations of Education*, New York, Wiley.

This is a large volume running to 600 pages and subtitled "Environmental Influence in Teaching and Learning". Part IV is entitled "The Teachers" and includes such topics as the decision to teach, the teacher within the school, teacher beliefs and characteristics, changing social roles of teachers, and teacher power and militancy.

Brembeck, Cole S., and Granstaff, Martin; (1969); *Social Foundations of Education*, New York, Wiley.

This is a book of readings which contains a Section (7) on "The Teacher as Shaping Influence" including such topics as why teachers

fail, teaching in the affluent society, and teacher attitudes and the culturally different.

Halsey, A.H., Floud, Jean, and Anderson, C. Arnold (Eds.); (1968); *Education, Economy and Society*, New York, Free Press.

This is a large book of readings running to 625 pages. It is international in character and Part VI is entitled "Teachers in Schools and Universities". It contains chapters on "Recruitment to Teaching in England and Wales", "Teachers in England and America", and "Definition of the Teacher's Role".

Hoyle, Eric; *The Role of the Teacher*, London, Routledge and Kegan Paul.

This book throws light on the teacher's role in classroom, school and society. It discusses teaching as a profession and also the relationship between the teacher and the parents and the general public.

Richardson, J.A. and Bowen, James (Eds.); (1967); *The Preparation of Teachers in Australia*, Sydney, Cheshire.

In the current debate on education in Australia, teacher training has been regarded by many as one of the most important areas for reform. What happens in the field of teacher education in the future has a distinct bearing on teacher morale. Chapter 12 merits particular note, as it is concerned with "The Continuing Education of Teachers".

Stanley, W.O., Smith, B.O., Benne, K.D. and Anderson, A.W., (Eds.); (1967); *Social Foundations of Education*, New York, Holt, Rinehart and Winston.

This is a large book of readings running to 638 pages, which concludes with a substantial section (Part Five) entitled "Social Aspects of the Teaching Profession" where several authors, in the space of nine chapters, deal with the organisation, functions and problems of the teaching profession. Such issues as professional autonomy, academic freedom, and a code of ethics are dealt with in some detail.